**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4NBT.6**  **The Envision Lesson: 4-2: Division: Relating Multiplication and Division (by Bill G. & Brett W.)** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 1. Possible failures must be the use of manipulatives behaviorally.  2. Prevention: go over rules and expectations regarding the use of manipulatives.  3. Take away manipulatives and privileges with students who misbehave.  4. Students display proper use of manipulatives throughout the activity. | Fact Family  Division  Arrays |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1- Use Spiral Review of enVision math 4-2 p. 25.  2- Problem of the Day can be used as well for 4-2  3- This leads to reading the book “A Remainder of One” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Introduce the word ***array*** through reading the book, “A Remainder of One”, this ties into what an array looks like and what a remainder means. 2. After reading the book “A Remainder of One” discuss the various arrays and how they connect to a fact family (3 rows of 10, 5 rows of 6). 3. Ask students to provide real world examples where they have seen arrays. 4. Represent various arrays for a specific fact by drawing arrays that represent a given ***fact family*** (3\*4=12, 2\*6=12) 5. Have partners share and discuss their fact and fact family. 6. Using the digital camera have students share and discuss their fact family arrays with the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  1- Unifix cubes or color tiles (something that you can arrange into arrays & math journal and pencils or art paper, and post-it notes (for Investigations).  2- (after reading A Remainder of One) The teacher will demonstrate fact families using the overhead and unifix cubes. Teacher talks aloud as they are presenting the different factors for a specific family (for example 12).  3- Then teacher calls out a number (15), then asks students to demonstrate the different factors family for the specific number called.  4- Students will record their findings in their math journals.  5- Teacher will check student understanding by observing the array patters of the unifix cubes that are associated with the number that was called out (1,15;3,5;5,3;15,1).  6-Extend the students understanding by calling out a number with different array & factor family patterns (for example 24).  7-Investigations: Building multiple towers (Investigations book: Session 3.1; p. 98-99; For teacher information p. 182) use the post-it notes for activity. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  1- Use the visual learning animation (on-line) to introduce the selection.    A- Check for student understand by using the Guided Practice with the on-line enVision. Using the *TO, WITH, and BY* instruction model.  B- Students will record their work on the *TO and WITH* on their whiteboard. Teacher will check for understanding.  C- Students will record their BY in their Math Journal.  D- Ask students to share their thinking on any of the Guided Practice problems.  E- Should students have addition questions, unable to comprehend WHY or HOW the problem is solved, support students with additional guided practice before moving on to independent practice. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  1. Assign odd problems on Independent practice (p. 84 in student textbook)  2. Students will record their Independent seatwork in their math journal.  3. Will go over the answers and discuss questions in class. No grade will be assigned.  4. Observe students as they work on their Independent Practice. Allow students that are stumped to work with the teacher in a small group setting in the back of the room.  5. The Independent Practice will not be homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  1. Done by reviewing student homework scores.  2. Play “baseball” with groups of students (2 teams. Problem difficulty = single or double. Incorrect answer = out. 3 outs means next team will be up) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| 1. Low students work with teacher with Intervention (p.81B in teacher book)  2. On-Level game – Topic 4 p.3  3. Advanced game – Topic 4 p.4 | |
| **HOMEWORK** | |
| enVision math – Practice Mastery 4-2 p.29 | |